

IFIE Third Annual State of Global Investor Education Survey – 2011

I. Survey Respondent Organizational Profiles:

- 45.3% respondents are members of IFIE; 54.7% are not members of IFIE
- 7.7% of respondents are members of IFIE-MENA (Chapter)
- 24.6% of respondents are members of AFIE (Chapter)
- Of those who responded (check all that apply)
 - 28.8% describe their market as advanced
 - 48.5% describe their market as emerging
 - 22.7% describe their market as regional
 - 19.7% describe their market as global
- Geographic reach of programme/s
 - Country-regional (within a region or spanning multiple regions within a country) 23.1%
 - Country wide 67%
 - Global-regional (within a region or spanning multiple regions around the world) 9.2%
 - Global 4.6%

II. Respondent Experience/Time in the Financial Education Field:

- How long has your organization been involved in financial education and/or financial literacy?
 - Less than a year 3%
 - 1-3 Years 6.1%
 - 3-10 Years 45.5%
 - 10-25 Years 31.6%
 - More than 25 years 13.6%
- How long have you (the respondent investor education professional) been involved in financial education and/or financial literacy?
 - Less than a year 6.2%
 - 1-3 Years 12.3%
 - 3-10 Years 49.2%
 - 10-25 Years 26.2%
 - More than 25 years 6.2%

III. Types of Programme/Activities

Types of Programmes and Activities Conducted by Respondents (check all that apply)

- 78% Investor literacy/education programmes for adults
- 69.5 % Financial education through ages 18/21
- 67.8% Create financial and investor education curriculum, skill-building or training materials
- 66.1% Financial education/capability programmes for adults
- 47.5% Create/provide strategies or materials or training (but do not directly deliver programmes)
- 45.8% Develop national or regional strategies
- 39% Activities in more than one language
- 32.2% Oversee/regulate providers of financial and investor education

Describe where, how and by what means your programmes and activities are **delivered** (check all that apply)

- 86.2% Print/publications
- 84.5% Websites and online/internet/cell phone/via other remote and virtual technologies
- 84.5% Conferences/seminars
- 62.1% Schools/classrooms
- 58.6% Technical schools, community colleges, universities
- 55.2% Regulatory oversight and national strategy/policy creation
- 55.2% Work places/businesses
- 50% Community meeting places/libraries
- 50% Training the Trainer locations
- 31% Policy advocacy
- 27.6% Funding the programmes of others
- 15.5% Places of worship/churches/mosques/synagogues/other
- 12.1% Afterschool and care locations for children

IV. Measurement and Evaluation of Programmes and Activities

- Does your organization attempt to measure the success of its programmes?
 - Yes, all programmes are measured 21.7%
 - Yes, some programmes are measured 63.3%
 - No, programmes are not measured 15%

- What sort of tools do you use to measure the success of your programmes?
(check all that apply)
 - 64% Informal surveys of the target population (s)
 - 60% Formal surveys of the target population (s)
 - 24% Review by Independent Experts
 - 42% Other means of measurement

Some respondents described “Other “

- web traffic and usage patterns and metrics analysis (mentioned 11 times)
- social media engagement
- simple after-event evaluation forms
- pre- and or post- seminar “tests;” review by trainees
- focus groups
- one on one interviews of programme participants
- feedback from complaints and enquiries received from the public
- interviews of sponsors and policy makers
- reviews of research
- exploration of whether individual behavior changed –for example by facilitating tv programme on investing and capital markets and using identity numbers for viewers, we track whether viewers begin participating in investing in market

V. Year to Year Trends in Programming Profiles, Funding, Delivery

- The range of total current spending on investor education/financial literacy for your programmes and activities?

\$0-\$75,000	29.6%
\$75,001-\$250,000	22.2%
\$250,001-\$500,000	9.3%
\$500,001-\$1 million	5.6%
\$1 million-\$3 million	16.7%
\$3 million-\$5 million	3.7%
\$5 million-\$10 million	1.9%
More than \$10 million	11.1%

- Is the amount of money you are spending on your programmes and activities

30.9% Greater than last year
18.2% Smaller than last year
50.9% About the same

- Do you expect to spend more, less or about the same amount of resources on your programmes next year (2012)?

38.9% More
14.8% Less
46.3% About the same

- Are you serving about the same, more, fewer individuals in your programmes than last year?

38.2% About the same
58.4% More
5.5% Fewer

- Have you operated more, fewer, about the same number of programmes and activities this year than last year?

45.5% More
12.7% Fewer
41.8% About the same

- Does your organization involve financial services industry professionals in delivering your programmes?

68.5% Yes
18.5% No
7.4% No, but we did so in the past
5.6% No, but we are planning to do so in the future

- How do you involve financial services industry professionals in delivering your programmes? (check all that apply)

64.7% Making presentations to target audiences
52.9% Acting as a channel by which investors can get materials
43.1% Serving in an advisory capacity
31.4% Providing financial support for programmes
15.7% None of the above

- Are there issues or questions relevant to financial and investor education priorities in your global-region that we have not addressed in this survey that you would like considered?

No 79.6%

Yes 20.4%

- Funding issues. How to encourage funding. How to encourage other agencies and authorities in the country to get involved in investor education
- Resourcing (money, best practices, consistently high quality content, breakthroughs in methodology, ways to achieve results) issues to meet a global challenge
- Creating stronger regional associations to provide assistance in executing nation-wide literacy campaigns
- Best ways to teaching individuals/investors to deal with loss/risk and to know they have “standing” to ask for and receive information
- In the future create more questions for those organizations who maintain strategic oversight of the development and implementation of investor education programmes and strategies
- Leadership
- Research issues—funding research, identify evidence –based best practices; focus on psychological aspects of investing to better understand how to improve our programmes and achieve behavior change
- Creating private public partnerships in investor education that everyone can invest in
- Use of social media